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ABSTRACT

Forty-one papers on young gifted children are grouped in sections on identification, special populations, parenting, social/emotional needs, and education. The papers are: "The Beginnings of Giftedness: Optimizing Early Learning" (Clark); "Identifying the Gifted Infant" (Gelbrich); "Seeking Advanced Potentials: Developmentally Appropriate Procedures for Identification" (Kingore); "A Sensibility Approach To Identifying and Assessing Young Gifted Children" (Fisher); "Identification and Nurturing of Precocious Children in Early Childhood" (Feldhusen/Feldhusen); "The Importance of Early Identification of Gifted Children and Appropriate Educational Intervention" (Sisk); "Talent among Children Who Are Economically Disadvantaged or Culturally Different" (Torrance); "Developing the Potential of Young Gifted Children from Low-Income and Culturally and Linguistically Diverse Backgrounds" (Kitano/Perez); "Targeting Potentially Talented and Gifted Minority Students for Academic Achievement" (Brooks); "Early Childhood Giftedness among the Rural Poor" (Spicker/Southern); "Beginning Brilliance" (Tolan); "Creativity and Underachievement" (Rimm); "The Gifted-Learning-Disabled Child: In Need of an Integrative Education" (Wingenbach); "Gifted Special Populations: Overcoming Hindrances, Developing Gifts" (Sanders); "Gifted Girls" (Veenker/Veenker); "Enjoying and Encouraging the Young Gifted Child" (Perry); "Successful Parenting" (Walker); "Tips for Parents of Infants and Toddlers" (Potter); "Keeping Curiosity Alive" (Halsted); "From the Beginning: Parents as Teachers and Home as a Reading Resource" (Hildebrand); "Parents of Gifted Children: Sheep in Wolves' Clothing?" (Riggs); "Helping Young Gifted Children Reclaim Their Strengths" (LeVine/Kitano); "Complexities of Giftedness: Dabrowski's Theory" (Meckstroth); "Psychosocial Development of Gifted Children" (Perrone); "Facilitating the Interest Themes of Young Bright Children" (Cohen); "Social/Emotional Considerations in Young Gifted Children" (Knopper); "The Role of the Pediatrician" (Hoelscher); "Educationally Dynamic Environments for Young Gifted Children" (Shaklee); "Creating the Most Enabling Environment for Young Gifted Children" (Belgrad); "The Education of Talented Young Children in the Context of School Reform" (Cummings/Piirto); "Conceptual Models: Their Role in Early Education for the Gifted and Talented Child" (Cohen/Jipson); "The Cline Cube: Integrating Models of Gifted

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Education" (Cline); "The World of the Young Gifted Child Viewed through Open Systems Concepts" (Hollingsworth); "Designing a Preschool Program for the Gifted and Talented" (Hanninen); "Planning Curriculum for Young Gifted Children" (Vydra/Leimbach); "Cultivating Creative Thinking Abilities in Young Children" (Stanish); "Curriculum for the Young Gifted Child" (Meininger); "From Theory to Practice: A Project for Young Creatively Gifted Children from Economically Disadvantaged Backgrounds" (McCallister/Nash); "Developing Talent in Young Learners with Picture Books" (Baum); "Appropriate Educational Programs for the Young Gifted Child: Curricular Concerns" (Jipson); and "Technology-Based Instruction for Young Gifted Children" (Berger/McIntire). (Individual papers contain references.) (DB)

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